

## Inquiring Minds

### Lesson Preparation

Daily Lesson 11	READING	
	TEKS	Ongoing TEKS
<b>Key Understandings and Guiding Questions</b>	E1.22B E1.23D	
<b>Vocabulary of Instruction</b>	<ul style="list-style-type: none"> <li>• Authors gather information from different sources for specific purposes.</li> <li>— Why is it important to gather information from multiple sources?</li> </ul>	
<b>Materials</b>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Source</li> <li>• Reliable</li> <li>• Accurate</li> <li>• Valid</li> </ul>	
<b>Attachments and Resources</b>	<ul style="list-style-type: none"> <li>• Handout: <b>Rubric for Evaluating Sources</b> (1 per student)</li> </ul>	
<b>Advance Preparation</b>	<ol style="list-style-type: none"> <li>1. Prepare to display visuals as appropriate.</li> <li>2. Duplicate Handout: <b>Rubric for Evaluating Sources</b> for each student.</li> </ol>	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>“Follow research plan to collect information from multiple perspectives. Organize the information gathered using a variety of graphics and forms (e.g., notes, learning logs, charts). If necessary, modify research question to refocus the plan. Using a standard format, develop and organize an annotated bibliography of credible, relevant sources.”</i>	
<b>Teacher Notes</b>		

Daily Lesson 11	READING
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective:</u> Students make necessary adjustments to research plan by examining the reliability, validity, and accuracy of sources.
<b>Mini Lesson</b>	<ol style="list-style-type: none"> <li>1. Ask: <b>How do researchers know if they have chosen reliable, valid, and accurate sources?</b> Discuss as a class and remind students to use the information from Daily Lesson 5.</li> <li>2. Distribute Handout: <b>Rubric for Evaluating Sources</b>. Model how to use the rubric.</li> <li>3. Instruct students to use the rubric to review one source they have used while conducting research.</li> <li>4. Instruct students to explain in a brief sentence on the back of the source's master note card why it is a strong source or weak based upon their analysis with the rubric.</li> <li>5. Invite 2-3 students to share their sentences. Provide clarification and additional modeling as needed.</li> </ol>
<b>Learning Applications</b>	<ol style="list-style-type: none"> <li>1. Instruct students to review each source's note cards to determine if the information is relevant to the research question.</li> <li>2. Based on the rubric, students select the sources of information which will provide valid, reliable and accurate information to include in their report.</li> </ol>
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Students review and revise research plan as necessary and begin organizing information gathered from reliable sources by sub-topics. Students share progress with a partner.</li> </ol>